



George Washington's Revolutionary Journeys

Intended Grade Level: Middle School

Lesson Purpose: As Commander in Chief of the Continental Army, George Washington traveled across the northern and mid-Atlantic states. His planning helped move the army from battle to battle. In this cross-curricular lesson, students will use cooperative learning, problem solving, and project based activities to discover various journeys George Washington made during the Revolutionary War. Using that knowledge, students will create maps of states in the 18th century and compare them to modern state boundaries, towns, and roads.

Lesson Objectives:

- Work in small groups to analyze primary documents written by or to George Washington
- Use background information on George Washington as a soldier, as well as context clues in the documents to infer the routes and/or trips George Washington made throughout the Revolutionary War.
- Identify the parts of a map
- Create a historical map of some Revolutionary Journeys

National Standards:

NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NL-ENG.K-12.3 EVALUATION STRATEGIES



Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.4 COMMUNICATION SKILLS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

NSS-G.K-12.1 THE WORLD IN SPATIAL TERMS

As a result of activities in grades K-12, all students should

- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Understand how to use mental maps to organize information about people, places, and environments in a spatial context.
- Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

NSS-G.K-12.6 THE USES OF GEOGRAPHY

As a result of activities in grades K-12, all students should

- Understand how to apply geography to interpret the past.
- Understand how to apply geography to interpret the present and plan for the future.

Materials:

- Group Task Handout
- Inferencing Chart Handout
- Small Group Roles Handout
- Action Plan Handout
- Primary Documents
 - Letter, George Washington to Martha Washington, 18 & 23 June, 1775
 - <http://gwpapers.virginia.edu/documents/revolution/martha.html>
 - Washington's Revolutionary War Itinerary and the Location of His Headquarters, 1780
 - <http://gwpapers.virginia.edu/documents/revolution/itinerary/1780.html>
 - George Washington's Resignation Address to the Continental Congress, Annapolis, Maryland, 23 December 1783
 - <http://gwpapers.virginia.edu/documents/revolution/resignation.html>
 - General Howe's Dog, George Washington to General Howe, 6 October 1777
 - <http://gwpapers.virginia.edu/documents/revolution/howe.html>



- Correspondence between Major General Charles Lee and George Washington, June 1778
 - <http://gwpapers.virginia.edu/documents/revolution/lee/index.html>
- Art supplies for making maps

Time Frame: Approximately seven class sessions

Procedure:

Day 1

1. Review or introduce map components of title, compass rose, and map key/legend.
2. Give students research time online or in the school library to find different types of maps, both historical and modern. Challenge the students to find the title, compass rose, and map key or legend on each map.

Day 2

1. Distribute and discuss and “Task Sheet” handout. Be sure to explain the difference between primary sources and secondary sources if this is a new concept for the students.
2. Distribute the “Group Roles” handout. Be sure students understand the responsibilities of each group member.
3. Arrange students in small groups. Each group should complete the “Group Roles” handout with the names of the students performing each role.

Day 3

1. Assign each group a primary document, and give each group enough copies of that document so that each student has his or her own copy. Explain to students that spelling and capitalization were not standardized during George Washington’s time, so words are not always spelled or capitalized the same way we do today.
2. Small groups should read their document together, and then complete the “Task Sheet” handout. Encourage students to look for key information that will help students figure out what journey is described in this document.



Day 4

1. Each small group will use their background knowledge of George Washington as a soldier and the context clues from the document to complete the inferencing chart.
2. Using the information, small groups write a description about George Washington's journey as described in the primary document, including his point of departure and point of arrival, or the departure and arrival points of other key figures receiving orders from George Washington. Each group's writing will serve as an interpretation of the map that students will create.

Days 5-7

1. Using the "Inferencing Chart" handout, students should determine what should be included on their map of Washington's journey, as described in their primary document.
2. The small groups should research colonial and/or state borders of the year identified in their primary document and create a historical map. The map must include a map title, map key/legend, compass rose with cardinal and intermediate directions, as well as the year of travel.
3. The materials and method of creating the map is open-ended and students must collaborate to decide upon and carry out the plan of action. During this time students will compare the information from the primary document, the information written in their paragraphs, to the information they are including on the map in order to check for accuracy.
4. Each group presents their map to the class, explaining the journey and showing how their map depicts it.



*This has been adapted from a lesson by Kelli Smith,
George Washington Teachers' Institute 2008.*



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Task Sheet

1. Work as a team to read a primary document. A primary document is a copy of an original piece of writing, a photograph, or an actual artifact.
2. Use the information from that document to decide what trip or journey George Washington, or someone he gave orders to, had been on at that during the American Revolution. You will have to infer and draw conclusions to determine where he left from and where he went.
3. Create a historical map using the information. You must include:
 - a. Compass rose with cardinal and intermediate directions
 - b. Map title that is specific enough that we know where the journey was to and why
 - c. The date in history the journey took place
 - d. Map key with symbols of your choice, but you must use a symbol to show Washington's "route" on the journey.
4. You must use teamwork and problem solving. Decide on who will take on each role in the group. Group members will evaluate each other at the end of the project on how well everyone cooperated and worked together. This will be part of your grade.



Small Group Roles



- **Literary Luminary** – You will read the document aloud as everyone follows along with their own copy. You will also be highlighting the key information your group believes is context clues.

Group Member:



- *Washington* **Historian** – You will be responsible in leading your group to locate other historical information needed to complete this assignment. You may need to use books in our classroom, the timeline, information from our videos, or websites to locate needed information to complete your inferences.

Group Member:



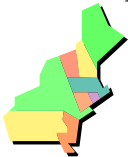
- **Word Wizard** – You will be responsible for looking up the meanings of unknown words that your group encounters in the primary document. You may use classroom dictionaries, www.dictionary.com, or other resources to explain the meanings of words to your group.

Group member:



- **Materials Manager** – You will be responsible for gathering and organizing the materials your group decides are needed each day. You will ensure these materials are being used appropriately during your task.

Group member:



- **Cartographer**– You will oversee the construction of your group’s map. You will be the leader in creating the design, but you will also help your group members decide on who will be responsible for each part of the map.

Group member:



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Action Plan

Group members' names:

Primary Document:

Directions: After reading and discussing your primary document, create a plan including the steps you must take to create your map. You may not have five steps, or you may have more. This is for your group to decide.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:



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Inferencing Chart

<i>Background Knowledge</i>	+	<i>Context Clues</i>	=	<i>Your Inference</i>
Background Knowledge of George Washington		Context Clues from the Primary Document		Inference of George Washington's Journey
1.				
2.				
3.				
4.				